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ABSTRACT

The issue discusses the library services provided in the rural areas of India. It shows how Literacy House in Lucknow is attempting to meet the reading needs of new literates and focuses on book distribution problems and the use of Market Mobile Libraries and Bell Bicycle libraries to meet the needs of the people in market places and remote villages. The document also lists recent acquisitions in the areas of adult education, book promotion, communications, education, education of women, linguistics, literacy, population, reading, rural and urban development, teacher training, and workers education; and includes a seven-page index to catalog cards for documents pertaining to literacy and literacy programs. Abstracts of seven books in the areas of adult education, functional literacy, education and development, education and national development, community education, and vocational education and vocational teacher training in Pakistan, and catalog cards for documents pertaining to literacy and literacy programs make up one-third of the document. (Author/BP)

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FOREWORD

This issue of *Literacy Documentation* includes the now familiar features: articles; abstracts; acquisition list and catalogue cards for documents pertaining to literacy programmes. Among the contributions of various countries, India and Ecuador stand out as providing inspiring examples of what can be done.

Library services in rural areas of India are discussed in an article prepared by the Institute. It shows how Literacy House, Lucknow, is attempting to meet the reading needs of new literates and focuses on book distribution problems. Market Mobile Libraries and Bell Bicycle Libraries run the fields visiting market places and remote villages. It is interesting to note how the new libraries are able to reinforce, through inter-library loans, the small village libraries established by volunteer organisations. Giving another example of their flexibility and innovativeness, mobile library service has extended also to meet the needs of village schools.

A series of simulation games which have been created for the Ecuador non-formal education project are described in full detail showing they could, after modification be applied to other cultures. A colour film on this project is also now available from the Center for International Education at the University of Massachusetts, Amherst, Mass., U.S.A.

We remind our readers that photocopies of documents cited in *Literacy Documentation* are available from the I.I.A.L.M. at cost, and subject bibliographies on a given aspect of literacy will be prepared upon request. As always, your comments, criticisms and suggestions are invited. The reactions of our readers are a valuable source of guidance in planning future issues of *Literacy Documentation*.

Catherine Lasfargues
Librarian

INDIA: LIBRARY SERVICES IN RURAL AREAS*

Following a natural sequence of events in history, libraries first grew up in urban areas because it was there that people gathered and it was there they needed to learn in order to take part in the day to day activities of administration, commerce and industry.

As the winds of change blow across the developing areas of the world in Asia, Africa and South America, the library is assuming a new and important significance. It is needed most urgently in the rural areas, in regions out of the way and often isolated from the rest of the country. Farmers and agriculturalists form the backbone of the economy of third world countries, but they are still largely divorced from reading. Efforts to bring literacy to the people have too often been negated by the fact that there is an inadequate supply of materials for the neo-literates to read, so they relapse into illiteracy.

India is one country where the book shortage in rural areas is felt and where the pool of illiterates deepens each year even as the number of literate people increases. If learning can, almost magically, be brought to all the people, as it may well be through satellite communications over India next year, will they retain the knowledge that has been beamed to them? Certainly not, unless there is something for them to read. This is one of the reasons why India has always been so keen to take the libraries to the people for it is realized that only this way can this year's student in primary schools and literacy classes

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* This article has been prepared at the International Institute for Adult Literacy Methods on the basis of documents received from Mr. V. N. Langar, Head Library Section, Literacy House, P.O. Alam Bagh, Lucknow 5, U.P., India.

retain for future years the learning he has acquired. If he does not remain literate and does not employ his newly gained literacy to cope in the new age of technology, then experience, money and time may have been wasted in bringing learning to him.

India has always been rich in libraries as she has been in culture, but the former have been associated with the universities and the princely palaces. By the middle of the 19th century public libraries were established in Bombay, Calcutta and Madras. But little serious efforts, apart from in Baroda state, was ever made to organize libraries in rural areas where 85 per cent of the country's 551 million population now live.

When the Congress Ministries first came to power in many provinces in 1937 and began to pay special attention to primary education, the need for the establishment of libraries in rural areas was felt. After independence (1947) libraries at strategic points in rural India were set up to promote literacy and with it, its search for knowledge and universal understanding. In 1951 there were 209,671 primary schools with an enrolment total of 18,293,967 students. By 1965 this had increased to 385,250 schools and 35,578,000 students. Through schooling literacy made giant strides forward. Also promoting education and social development was the improvement in the transport and communication systems. Through papers and radio once isolated rural communities became a part of the greater Nation. This development, while constituting progress, placed new demands upon society.

How are these emerging needs of society to be met? However you study the question, one invariably comes back to the library. Maulana Azad, the great Indian philosopher, described them as "the depositories of ancient knowledge and the seed beds for new knowledge." Thomas Carlyle, the British thinker and writer, described libraries as the universities of the modern age. There

are many ways in which libraries can help to meet this need for education in a modern society.

PROBLEM	DEMAND	SOLUTION
1. Literacy and self education	Books and other reading materials	Library
2. Personal Development	More knowledge and self-enlightenment	Library
3. Understanding of Social Environment	Knowledge of self and society and skills of adjustment	Library
4. Understanding of National Movements	Knowledge about world communities and their behaviours	Library

One of the prime movers in literacy education in India, Literacy House, has been in operation since 1953. Literacy House not only develops, writes and publishes reading materials for new literates, but it has been operating mobile libraries since 1962.

Two main library services are now in operation. They include the Mobile Market Library and the Bell Bicycle Library.

Mobile Market Library: This library goes to a village which is a marketing centre and has a junior high school serving the surrounding communities. It visits the market once a week, at a fixed time on market day. The books are carried in a van containing a specially designed folding box, which opens into a book cabinet. The library is set in the market place under the shade of a tree.

The purpose of the market library is to bring books on numerous subjects to people who come to the market to buy and sell, and by doing so to make people book-conscious and develop reading habits. Those who visit the

library sit on the mat spread by the librarian and read newspapers or magazines. If anyone wishes to become a member, he pays 50 paisa as registration fee and takes a book of his choice to his home to read. The book is loaned for a period of a week.

At present three big marketing centres of Lucknow district are being served with a total library membership of 456; 5,437 books were issued during the year 1973.

The resources of the same Market Mobile Library can serve at least five mini-markets and ten additional villages enroute to big marketing centres where it stops and issues books. These mini-markets and villages are popularly referred to as a *Halting Library*.

Bell Bicycle Library: The Market Mobile Library serves those who often visit the markets. But there is a significant sector of potential readers, specially in the interior villages, who may not be regular visitors to the weekly market but who may want to read books. The Bell Bicycle Library serves these people, particularly young women who in the context of the social system do not go to market.

The bicycle library serves a cluster of 12 to 15 villages. The mobile librarian takes his books in a canvas bag. He announces his presence in the village by ringing a bell. He does not stop at any particular place but goes through all the lanes of the village, delivering books to doorsteps of persons who request them. The same rules and regulations as for the Mobile Market Library are followed in this system.

During the year 1973, 1,118 members were enrolled and 31,044 books were issued by the Bell Bicycle Libraries.

Circulating Libraries: The main aim of these libraries is to provide books to neo-literate readers who are attending the Adult Education classes in a village. Literacy

House, Lucknow conducts such classes in the villages with the help of Family Life Centre and Field Work Departments. Only primary reading materials are made available. During the year 1973, 40 members were enrolled and 622 books issued.

Appendix I to this article provides a statistical summary of the uses which have been made of the various Literacy House library services in Lucknow District.

Inter Library Loan Service: An important by-product of the mobile libraries are the associated services which have been developed as a result of the experience gained by roving librarians who daily visit remote villages. For instance, many of these villages have libraries, established by voluntary organizations engaged in literacy work, government departments or youth organizations. But what is badly needed is a new flow of books. Literacy House has now developed an inter-library loan service so that new reading material is always available to subscribers in village libraries. At present two organizations are engaged in circulating books to different libraries. In this way, 1,854 books were exchanged during the year 1973 and 67 new readers were enrolled.

Bell Bicycle Library as a Part of School: More village schools are being built to meet the new demands for primary education and these are likely to become centres for the dissemination of knowledge, culture and information, particularly if libraries are established in them and kept supplied with new books. The Bell Bicycle Library service has now been extended to meet the needs of the village school. About 1,000 books, and these are being added to daily, are now centrally stored and regularly circulated to school libraries. This has proved to be a highly appreciated service. In the year 1973, 1,669 new readers took out subscriptions and 48,593 books were circulated.

The mobile libraries and services instituted by Literacy House will assume even greater importance when Applications Technology Satellite-F, the people-oriented satellite, starts educational broadcasting in the summer of 1975.

APPENDIX I

MEMBERS AND CIRCULATION OF BOOKS IN DISTRICT LIBRARY

LITERACY HOUSE - LUCKNOW-5

1973

Pattern	Name of Centre	Members			Books Issued	
		Male	Female	Total		
Market	Chillawan Market	170	18	188	1884	
Mobile	Mau Market	121	5	126	1554	
Library	Gosainganj	127	15	142	1999	
	Total	418	38	456	5437	
Halting	Telibagh	72	4	76	1096	Closed in
Library	Khurdahi	45	3	48	641	Dec. 1973
	Arjunganj	55	4	59	803	
	Literacy House	45	19	64	3463	
	Total	217	30	247	6005	
Bell	Mati Cluster	260	30	290	8130	
Bicycle	Neewar Cluster	279	26	305	7984	
Library	Bainty Cluster	220	25	245	7537	
Nabi Panah	Nabi Panah Cluster	271	7	278	7393	
	Total	1030	88	1118	31044	
Circulating Library	Family Life Centre	Total -	40	40	622	
Inter Library	Lodhi Shiksha Sansthan,					
Loan	Jalapur	30	-	30	912	
Service	Youwak Mangaldal,					
Library	Pipraviy	37	-	37	942	
	Total	67		67	1854	
Institutions:	Rashtrapita Smarak					
Members of	Vidyalava, Itaunja	193	37	230	9501	
District Library	Gramothan Parishad,					
	Mounda	189	13	202	2697	Closed Oct. 73
	Lala Ramsaroop Shiksha					
	Sansthan, Banthra	164	28	192	2287	Closed June 73
	Kashiwar H.S. School,					
	Mohanlalganj	133	27	160	5477	
	Jawaharlal Nehru H.S.					
	School, Bahraviy	280	7	287	8010	
	Sarvodaya Inter College,					
	Gosainganj	177	25	202	7786	
	Kakori H.S. School, Kakori	179	13	192	3529	Closed Oct. 73
	Sri Satya Narain Tewari Vidya					
	Mandir, Nigohan	184	20	204	9306	
	Total	1499	170	1669	48593	
	Grand Total	3231	366	3597	93555	

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Ecuador Nonformal Education Project.
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Tehran 1712

Ecuador Nonformal Education Project.
Ashton-Warner literacy method, by Jock Gunter. [Amherst, Mass.] Center for International Education, University of Massachusetts [1973?]
14 p. (Technical note, no. 5)

1. ECUADOR. 2. EXPERIMENTAL PROGRAMMES. 3. LITERACY METHODS. 4. NONFORMAL EDUCATION. 5. RURAL EDUCATION. I. Title. II. Gunter, Jock. III. Series.

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The Ecuador project, by David Evans [and] James Hoxeng [Amherst, Mass.] Centre for International Education, University of Massachusetts, [1973]
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David Evans is (1973) Series Editor and Principal Investigator of the Ecuador Project.

Tehran 1750

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Findings and recommendations of the Third International Conference on Adult Education, Tokyo, 25 July - 7 August 1972, concerning functional literacy [Berlin] Deutsche Stiftung für Entwicklungsländer, 1973.
4 p. (Working paper 1) (IIA-IT 3/73)

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Case study: Ivory Coast, by Lassina Diarra [Berlin] German Foundation for International Development, 1973.
7 p. (IIA-IT 3/73)

1. IVORY COAST. 2. CASE STUDIES. 3. ADULT LITERACY. 4. CONFERENCE PAPER. I. Title. II. Diarra, Lassina.

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34 p. tables (IIA-IT 3/73)

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1. ZAMBIA. 2. CASE STUDIES. 3. ADULT LITERACY CLASSES. 4. ADULT LITERACY PROGRAMME, ZAMBIA. 5. CONFERENCE PAPER. 6. EDUCATIONAL FINANCE. 7. EDUCATIONAL POLICY. 8. INSTRUCTIONAL MATERIALS. 9. LITERACY PROGRAMMES. 10. LITERACY RESEARCH. 11. LITERACY TEACHERS. 12. READING MATERIALS. I. Title. II. Ahmed, Mushtaq.

Mushtaq Ahmed is (1973) a Unesco expert in literacy research, evaluation and planning.

Tehran 1754

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
The case of Nigeria, by E. A. Tugbiyele [Berlin] German Foundation for International Development, 1973.
21 p. (IIA-IT 3/73)

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E. A. Tugbiyele is (1973) Director of the Continuing Education Centre and Deputy Vice-Chancellor of the University of Lagos.

Tehran 1755

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Case study: Somalia, by Hans-Peter Schiff [Berlin] German Foundation for International Development, 1973.
10 p. (IIA-IT 3/73)

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Tehran 1757

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Case study: Tanzania, by Z. Mpogolo [Berlin] German Foundation for International Development, 1973.
9 p. (IIA-IT 3/73)

Library also holds a conference paper of the same title and text, authorship ascribed to Emanuel Kibira.

1. TANZANIA. 2. CASE STUDIES. 3. ADULT LITERACY CLASSES. 4. CONFERENCE PAPER. I. Title. II. Mpogolo, Z . III. Kibira, Emanuel.

Tehran 1759

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Summaries of the country reports [Berlin] Deutsche Stiftung für Entwicklungsländer, 1973.
39 p. (Working paper 7) (IIA-IT 3/73)

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International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
The Paulo Freire method of conscientization and adult literacy, by Rogerio de Almeida-Cunha [Berlin] Deutsche Stiftung für Entwicklungsländer, 1973.
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International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Functional literacy in the context of life-long education, by Margo Viscusi [Berlin] Deutsche Stiftung für Entwicklungsländer, 1973.
16 p. (Working paper 2) (IIA-IT 3/73)

1. CONFERENCE PAPER. 2. CONTINUOUS LEARNING. 3. FUNCTIONAL LITERACY.
I. Title. II. Viscusi, Margo.

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International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Contents and methods of functional literacy and their implications for staffing, by Margo Viscusi [Berlin] Deutsche Stiftung für Entwicklungsländer, 1973.
10 p. (Working paper 3) (IIA-IT 3/73)

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1. CONFERENCE PAPER. 2. FUNCTIONAL LITERACY PROGRAMMES. 3. PERSONNEL TRAINING. 4. PROGRAMME PLANNING. I. Title. II. Viscusi, Margo. III. Contents page title.

Tehran 1763

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Planning and organization of functional literacy, by Margo Viscusi
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4. FUNCTIONAL LITERACY PROGRAMMES. I. Title. II. Viscusi, Margo.

Tehran 1764

International Symposium on Functional Literacy within the Context of Adult Education, Berlin West, 1973.
Case study: Ethiopia, by Merga Gobena [Berlin] German Foundation for International Development, 1973.
24 p. (IIA-IT 3/73)

1. ETHIOPIA. 2. CASE STUDIES. 3. ADULT LITERACY CLASSES. 4. CONFERENCE PAPER. 5. EDUCATIONAL FINANCE. 6. EDUCATIONAL POLICY. 7. LITERACY PROGRAMMES. 8. LITERACY TEACHERS. 9. WORK-ORIENTED LITERACY PILOT PROJECT, ETHIOPIA. I. Title. II. Gobena, Merga.

Merga Gobena is (1973) National Director of the Work Oriented Adult Literacy Project, Ethiopia.

Tehran 1782

Anson, G .

Utilisation des langues africaines en vue de l'alphabétisation et de la scolarisation, 14 juillet - 13 août 1972. Paris, Unesco, 1974.

1 v. (various pagings) (3011/RMO.RD/CLT) (RM/PP/Consultant)

Distribution: limitée.

At head of title: Togo.

1. TOGO. 2. AFRICA. 3. AFRICAN CULTURE. 4. AFRICAN LANGUAGES. 5. AUDIO-VISUAL AIDS. 6. CULTURAL ENRICHMENT. 7. CULTURAL FACTORS. 8. EWE. 9. LANGUAGE RESEARCH. 10. LANGUAGE STANDARDIZATION. 11. LITERACY PROGRAMMES. 12. MANUALS. 13. MASS MEDIA. 14. MOTHER TONGUE INSTRUCTION. 15. PHONEMIC ALPHABETS. 16. PHYSICAL ACTIVITIES. 17. UNCOMMONLY TAUGHT LANGUAGES. I. Title. II. Series (both). III. Togo: Utilisation des langues africaines en vue de l'alphabétisation et de la scolarisation.

70

Tehran 1787
Book

Bellucci, Guiseppe
L'alfabetizzazione funzionale nei paesi in via di sviluppo. [Functional literacy in developing nations] Milano 1973.
92 p. diagrs., tables (Educazione alla mondialità, 3).

1. ADULT EDUCATION. 2. ADULT LITERACY. 3. AGRICULTURAL PRODUCTION. 4. CONFERENCES. 5. DATA ANALYSIS. 6. DEVELOPING NATIONS. 7. ECONOMIC DEVELOPMENT. 8. EXPERIMENTAL WORLD LITERACY PROGRAMME, 1966- 9. FINANCIAL SUPPORT. 10. FUNCTIONAL LITERACY. 11. FUNCTIONAL LITERACY PROGRAMMES. 12. INDIA. 13. LITERACY METHODS. 14. LITERACY STATISTICS. 15. PILOT PROJECTS. 16. PROFESSIONAL TRAINING. 17. PROGRAMME DESCRIPTIONS. 18. PROGRAMME DEVELOPMENT. 19. PROGRAMME EVALUATION. 20. RADIOPHONIC EDUCATION. 21. RURAL DEVELOPMENT. 22. RURAL EDUCATION. 23. STATISTICAL DATA. 24. TEACHER EDUCATION. 25. UNESCO GENERAL CONFERENCE. 26. WORLD CONFERENCE OF MINISTERS OF EDUCATION ON THE ERADICATION OF ILLITERACY, TEHRAN, 1965. I. Title. II. English title.

Tehran 1800

Fundação Movimento Brasileiro de Alfabetização.
Mobral: sua origem e evolução [Mobral: origin and evolution] Rio de Janeiro, Ministério da Educação e Cultura, 1973.
64 p. diagrs., tables.

Coleção mobral.

1. BRAZIL. 2. ADMINISTRATIVE ORGANIZATION. 3. ADULT EDUCATION. 4. CONTINUOUS LEARNING. 5. FINANCIAL SUPPORT. 6. FUNCTIONAL LITERACY PROGRAMMES. 7. INSTRUCTIONAL MATERIALS. 8. LEGISLATION. 9. LITERACY STATISTICS. 10. MOBRAL (THE BRAZILIAN LITERACY MOVEMENT). 11. PROGRAMME OBJECTIVES. 12. PROGRAMME ORGANIZATION. 13. SPEECHES. I. Title. II. English title.

Tehran 1837

Regional Meeting of Experts on the Role of Teachers in Out-of-School Education, Manila, November 1973.
Final report. Bangkok, Unesco Regional Office for Education in Asia, 1974.
62 p. (BKR/74/RHM/7-700)

1. ASIA. 2. ADULT EDUCATION. 3. COMMUNITY DEVELOPMENT. 4. CONFERENCE REPORTS. 5. FUNCTIONAL LITERACY. 6. LEADERSHIP TRAINING. 7. NONFORMAL EDUCATION. 8. OUT-OF-SCHOOL YOUTH. 9. PROBLEM SOLVING. 10. TEACHER ROLE. 11. VOCATIONAL EDUCATION. I. Title. II. Series.

Tehran 1849

National Committee for World Literacy Programme, Iran, 1964- .
Centre National pour l'Education et la Formation des Adultes. Téhéran, 1973.
50, 9 p. tables.

1. IRAN. 2. ADULT EDUCATION. 3. BUDGETS. 4. CENTRE NATIONAL POUR L'EDUCATION ET LA FORMATION DES ADULTES, IRAN. 5. DEVELOPMENTAL PROGRAMMES. 6. ECONOMIC DEVELOPMENT. 7. FINANCIAL SUPPORT. 8. FUNCTIONAL LITERACY. 9. GUIDANCE PERSONNEL. 10. INTERINSTITUTIONAL COOPERATION. 11. LITERACY PROGRAMMES. 12. PROFESSIONAL PERSONNEL. 13. PROGRAMME DESCRIPTIONS. 14. PROGRAMME OBJECTIVES. 15. PROGRAMME ORGANIZATION. 16. PROGRAMME PLANNING. 17. STATE ACTION. 18. STATE AID. 19. TRAINING OBJECTIVES. 20. VOCATIONAL TRAINING. I. Title.

Tehran 1853

Hamadache, Ali

Alphabétisation fonctionnelle au Laos, projet de la plaine de Vientiane [Vientiane?] Laos, Comité National d'Alphabétisation Fonctionnelle, 1973.

1 v. (various pagings) photos, illus., maps, tables.

1. LAOS. 2. ADULT EDUCATION. 3. AGRICULTURAL DEVELOPMENT. 4. AGRICULTURAL PRODUCTION. 5. AGRONOMY. 6. CLIMATIC FACTORS. 7. CREDIT (FINANCE). 8. DEVELOPMENTAL PROGRAMMES. 9. DROPOUTS. 10. ECOLOGY. 11. EDUCATIONAL DEVELOPMENT. 12. EDUCATIONAL RADIO. 13. FUNCTIONAL LITERACY PROGRAMMES. 14. INSTRUCTIONAL MATERIALS. 15. LITERACY ATTAINMENT LEVELS. 16. LITERACY CLASSES. 17. LITERACY METHODS. 18. LITERACY TEACHERS. 19. OPERATIONAL SEMINARS. 20. PROGRAMME DESCRIPTIONS. 23. PROGRAMME EVALUATION. 24. PROGRAMME PLANNING. 25. QUESTIONNAIRES. 26. RURAL EDUCATION. 27. STUDENT EVALUATION. 28. TEACHER EDUCATION. 29. TEACHER EVALUATION. I. Title.

Ali Hamadache est (1973) expert Unesco en alphabétisation fonctionnelle.

Tehran 1854
Book

Collectif d'Alphabétisation.
Alphabétisation, pédagogie et luttes. Paris, François Maspero, 1973.
287 p. graphs, tables (Série pédagogique)

Série dirigée par Fernand Oury, Aida Vasquez et Emile Copfermann.

1. ADULT EDUCATORS. 2. ANGOLA. 3. BRAZIL. 4. CHINA. 5. COMMUNICATION (THOUGHT TRANSFER). 6. EVENING CLASSES. 7. FRANCE. 8. FUNCTIONAL LITERACY. 9. FUNCTIONAL LITERACY PROGRAMMES. 10. GROUP DISCUSSION. 11. GUINEA. 12. INSTRUCTIONAL MATERIALS. 13. LANGUAGE INSTRUCTION. 14. LITERACY CLASSES. 15. LITERACY METHODS. 16. LITERACY ORGANIZATIONS. 17. MIGRANT EDUCATION. 18. MIGRANT HOUSING. 19. MIGRANT PROBLEMS. 20. MIGRANT WORKERS. 21. MOBILE CLASSROOMS. 22. NONFORMAL EDUCATION. 23. PAULO FREIRE METHOD. 24. PHONETICS. 25. POLITICAL INFLUENCES. 26. SECOND LANGUAGE LEARNING. 27. SEX EDUCATION. 28. STUDENT TESTING. 29. TEACHER MOTIVATION. 30. TEACHER ROLE. 31. TEACHING GUIDES. 32. WRITING SKILLS. I. Title.

Tehran 1862

Work-Oriented Adult Literacy Pilot Project, Iran, 1967-1972.
A costs-effectiveness report on the Work-Oriented Adult Literacy Pilot Project, Iran, by John Smyth and K. Izadi. Paris, Unesco, 1972.
iv, 79 p. tables (ED/WS/281)

Distribution; limited.
Photographic reproduction of the original manuscript.

1. IRAN. 2. ACHIEVEMENT TESTS. 3. ATTENDANCE PATTERNS. 4. COST EFFECTIVENESS. 5. FUNCTIONAL LITERACY PROGRAMMES. 6. LITERACY ATTAINMENT LEVELS. 7. LITERACY TEACHERS. 8. PARTICIPANT CHARACTERISTICS. 9. PROGRAMME COSTS. 10. PROGRAMME DEVELOPMENT. 11. PROGRAMME EVALUATION. 12. WORK ORIENTED ADULT LITERACY PILOT PROJECT, IRAN. I. Title. II. Smyth, John. III. Izadi, K ., jt. author. IV. Series.

77

Teh. 1888

National Field Operational Seminar on Literacy Linked with Development, Lalamusa, Pakistan, 1974.

[Papers from the seminar, Lalamusa, 1974]
Various papers bound together by the library.
Title supplied by the library.

1. PAKISTAN. 2. BACKGROUND INFORMATION. 3. COMMUNITY SERVICES. 4. LITERACY EXPERTS. 5. OPERATIONAL SEMINARS. I. Contents entries.

Papers include:

A brief note on village Jaura (Gujrat). 3 p. A brief note on village Deona (Gujrat). 2 p. Minutes of the meetings held with Acting Director, Literacy Division, Unesco, held on May 16-18, 1973 in the Ministry of the Education. 7 p. Provisional programme. 3 p.

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ABSTRACTS

Literacy Documentation

Volume III, Number 3 (1974)

Abs.

Adult Education Handbook, [published by] Institute of Adult Education. Dar es Salaam, Tanzania Publishing House [c. 1973].

Tanzania, an African state on the east coast, has made rapid progress in the field of adult education and last year won the international Soviet award for its efforts in bringing literacy to the West Lake region of the country. It can now be described as "mopping up" illiteracy and hopes that by next year there will be universal literacy. In view of its success in this area of education, this handbook based on a workshop sponsored by the Institute of Adult Education at Dar es Salaam, is of particular interest to educationists in other countries where success has not been so pronounced or rapid.

It is, as the Institute of Adult Education Director P. J. Mhaiki says, the result of many years of practical experience and adult educators in every field of human welfare will, he hopes, find the book an inspiration and guide in their work. The book bears out Mhaiki's aspirations as it lucidly sets out the problem which Tanzania had to tackle when the country achieved independence in 1964, and analysises how it was done.

Overleaf

It was recognized at the outset and publicly expressed by President Nyerere during the inauguration of the first five-year plan that adults must be educated first as "our children will not have an impact on our economic development for five, ten or even twenty years. The attitudes of adults, on the other hand, have an impact now."

Realizing that the country could not wait a generation to mobilize its rich human resources for tasks of national development, the problem was, therefore, most vigourously tackled at the adult level. A six-point plan for adult education in Tanzania has been urgently pursued. It sets out to provide educations and training for those adults who have never had an opportunity for schooling; to provide political education for all citizens; to provide leadership training, vocational education for primary and secondary school leavers and adults; to provide supplememtary education for adults and finally to provide instruction for adults with special interests. With regard to the education of the unschooled adult, it was realized that one of the difficulties was the assumption that illiterates were incapable of learning effectively unless they first became literate. Thus a cardinal point in adult education was to bring universal literacy. The more recent approach to literacy has been on intense development

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Adult... Dar es Salaam, 1973. (Card 2)

of functional or work-oriented literacy as a sound and practical investment to economic expansions.

This handbook describes how Tanzania went about its task, believing implicitly that to live is to learn and to learn is to try to live better. It covers the subject chapter by chapter from the scope of adult education, the organizational machinery necessary, the planning and implementation of programmes, the importance of publicity in recruiting students and the need for proper evaluation to assess where you have suceeded or where you have failed.

It traces who the adult learners are and the difference between a class of adults and a class of children. It enumerates methods of adult education teaching, study groups, the use of radio and the development of audio-visual aids and printed materials. And in the end it describes, what is of utmost importance to the newly literate, how to set up and run a small library.

Overleaf

This is an inspiring book to read and having read it one can more easily understand why Tanzania had made such powerful inroads in to the plague of illiteracy which the country inherited from its colonizers.

Abs.

Bellahsène, C. *A practical guide to functional literacy.* Paris, Unesco, 1973.

Functional literacy is a method of training people for the economic and social development of their country. How this has been carried out within the concept of the first years of the Experimental World Literacy Programme is the subject of this work. It discusses the theory and practice and tidily sums up the results of the projects to date in the countries where theory has been put into action.

The respective roles and relationship of functional and traditional literacy is posed while examples and reviews of projects show how the basis characteristics of a functional literacy programme is geared to particular needs. It is, so to speak, made to measure and shaped according to the environment; economic and social structure of the country for which it is planned.

While the objectives of functional literacy vary from country to

Overleaf

country, the main aims, at least as far as the Third World countries are concerned, are usually based on industrialization and modernization of agriculture.

In Part One of Bellahsène's work the method of training for development shows how the effectiveness of functional literacy depends on its adjustment to national development and the problems of the social milieu in which it is to be projected. The study is supported by concrete examples of work in the field which have been carried out under the World Experimental Literacy Programme over the past few years. These clearly indicate how a particular programme is tailored with the basic agriculture of the country and the planned industrial development, plus the characteristics of the people, the geographical nature of the country and its demographical disposition.

Having studied the situation, the author then proceeds to translate the objectives and problems into terms of educational action and the processes of this translation are illustrated in diagrammatic form.

The role of the milieu at different stages of the functional literacy operation is discussed at length which lead to the more precise application

Cont. on Card 2

Bellahsène, C. *A practical...* 1973. (Card 2).

of the pedagogical strategy. Documentary reports from different projects in Africa, Asia and Latin America give a practical presentation of the objectives achieved and the general development of the programme in relation to the overall policy of the country concerned.

The chapter on functional literacy in action dwells on the methods and materials for the training operation, the formation of functional literacy groups, their style of work, all of which is again supported be expreience in the field.

The first pedagogical lessons learnt are here presented and serve as a practical guide to our steps forward of which the campaign to eradicate illiteracy is regarded as as essential element to continued global progress in the second development decade.

Abs.

Biran, L. A. *Programmed instruction in functional literacy projects and other programmes of basic adult education: an appraisal of possible applications.* Turin, International Centre for Advanced Technical and Vocational Training 1972. 1 v. (various pagings)

The group of papers which comprise this report are based on a study of the problems of a functional literacy project in Iran. They present the limits of programmed instruction as well as suggestions determined from the project which are applicable to adult education in general.

The teaching methods used include group group-centred discussions of real-life problems, development of the desire to continue learning and a practical approach to the participants' jobs. The study indicated that, in actual application of these methods, shortcomings did exist. These were identified as subject oriented classes; rote learning and lack of comprehension of graphical representations, individualisation, development of study skills and relevance.

Most of these problems stem from teacher inadequacy. Teachers are

either primary school teachers with no technical background or technically trained people with no teaching background. Both of these groups are inadequately trained in discussion leadership. Lack of preparation time and training aids as well as the organization of subject matter also complicate this problem. The possible solution to this is the use of closely structured teaching guides. Such an instructors' guide presents a technical operation then provides the related scientific and socio-economic aspects in a form which stimulates structured discussion. A sample instructors' guide is included in this report along with segments of the programmed training course itself.

The training materials are based on programmed instruction which provides for systematic analysis of a subject matter. In this way, the basic technical content is supplemented by scientific and socio-economic content. This provides a "functional" approach to education by combining vocational training and general education. It was found that it is important for background content to be as closely related to the technical content as possible. These programmed instruction materials are supplemented by learning aids in the form of self-instructional exercises which provide feedback, reference, remedial help and practice in mathematics.

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Graphical representations are important visual aids when properly used. Since it was found that many participants failed to understand these posters, it is suggested that posters should be more simplified and studied in class in relation to the concept they present.

Functional literacy methods have the advantage of encouraging continued learning through individualisation of materials and greater student motivation. Those who usually seek continued education do so at the request of their employers, for a recognised qualification, for information pertaining to specific occupations or sometimes, just to acquire knowledge. It is suggested that the most successful way to encourage such learning is through small groups using self-instructional materials and engaging in related discussions.

In the final analysis, programmed instruction is suggested to be most useful and effective when used to accelerate the teaching of basic literacy skills, make the instructor's job less demanding and present alternatives to class teaching.

Abs.

Castle, E.B. *Education for self-help; new strategies for developing countries.* London, Oxford University Press, 1972.

One of the major problems facing educationists today in newly emerging countries is educational innovation and reform to meet national demands and individual rights.

As the trend of future education in a new world of independent nations effects, quite literally, millions of people and the future economic expansion of these nations, it is a subject which has been extensively studied by a wide field of educational experts. Africa, for instance, got off to a false start in the new age largely because they failed to embody "the hidden productive sources of the countryside." In other words, the rural areas where the majority live and work and where literacy and education generally is ill-served were inclined to be ignored. Because 80 per cent of the people are destined to live on the land, the educational slant must, therefore, be on the rural community.

Professor E.B. Castle, the author of *Education for Self-Help*, has first hand

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experience of the problems that face educationists in Africa and the sub-continent of India. From 1961 to 1965 he was visiting professor at Makerere University, Uganda and in 1963 was chairman of the Ugandan Education Commission. These appointments led him to inspect some 200 schools and travel 30,000 miles in east and central Africa. The book is, therefore, not based on theoretical suppositions, but practical knowledge gained in the field. For those concerned with the future trend of education in the third world it is invaluable, for the author has woven together the many strands of expert opinion into a back-cloth of valuable information. Castle's earlier book *Growing up in East Africa* was confined to the study of education in three countries following four years of personal investigation. The present work is more closely associated with the general treatment of education for development in the newly emerging countries of former British Africa and the sub-continent of India. He has concentrated on Tanzania as the classic example of how the problem has been tackled in Africa and perhaps, as he himself admits, more on India that Pakistan.

To know and appreciate the problems as they exist is firstly to understand a) the Third World and b) what is meant by development. Of the former the author says: "The years 1950 may be conviently regarded as the watershed

Cont. on Card 2.

between the old world of European colonialism and a new world of independent nations. At this mid-point of the century the Third World emerged, disturbing the consciences of the wealthy nations of the West with the realization that it embraced two-thirds of the world population who were subsisting on one sixth of the world's income. In these impoverished countries disease and malnutrition, the death of one or even two children out of five in the first year of life and another two or three in early childhood, have failed to stem the results of an alarmingly high birth rate which will double the population before the end of the century. Sixty per cent of the people in these countries are under-nourished. Protein deficiency diseases dehabilitate physical health and reduce the capacity of men and women to work productively. Illiteracy, although varying greatly in its incidence, averages 80 per cent through out the Third World. Thus poverty, sickness and ignorance conspire to restrain movement towards social betterment and economic growth."

What is Development? The author deals with this concisely and clearly before going on to the larger social and political factors. The poverty of a poor country, he says, is one segment of a vicious circle of curable and

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closely related ills. People are poor because they are hungry and sick; sick because they are poor and therefore hungry; poor because they are ignorant; ignorant because they are poor.

The premise from which thinking should start is that an underdeveloped society is literally an underdeveloped society not merely an underdeveloped economy as Adam Curle says in *Educational Strategies for Developing Societies*. Hence development has to be seen, insists Castle, as a situation wherein man himself becomes both the object and the subject of his improvement, not merely an instrument in the process imposed from above and from without.

Having orchestrated the tone of his argument, Castle then proceeds to conduct the process of innovation and development in education, particularly as the new strategies apply to developing countries.

In the second part of the book he analyses the position in Africa and India today, sets the education targets for the 1970s and emphasizes the need for rural community an peasant initiative.

In a final chapter on "Obstacles and Opportunities", he sums up the

Cont. on Card 3.

Castle, E.B. *Education...* 1972. (Card 3)

situation in which he says that we either innovate with courage and foresight and pay the bill, (which will be high) or accept defeat, deny the young a future and doom the poor nations to everlasting poverty.

"Whatever happens," he concludes, "it will remain true that although the poor nations cannot afford the cost, the rich nations can."

Abs.

Mason, Horace. "Fundamental education and functional literacy: some problems and possibilities". In *Adult education and national development.* Report of a Commonwealth planning seminar at the University of Manchester, October 1972. London, Commonwealth Foundation, 1973. 116 p. (Occasional paper, no. 15)

In this paper, the author discusses recent publications and strategies of UNESCO and their possible application. According to statistics, the percentage of illiterate adults is decreasing, but, while the number of literate adults is rapidly increasing so is the absolute number of illiterates due to population growth. UNESCO attributes the decreasing percentage of illiterates to the efforts of member states yet the author is sceptical since this has yet to be directly proved and because public funds for literacy programmes are totally inadequate. The fact also remains that no international standard of literacy exists and that "if 'functional literacy' were to be made the yardstick, illiteracy rates would soar."

As adult education is gaining in importance as a factor in development,

it is generally agreed (a) that illiteracy should be viewed in a wider context of underdevelopment, (b) that social, political and economic changes are usually accompanied by rising educational standards, (c) that illiteracy inhibits innovation and modernization, (d) that literacy "per se" is valueless, (e) that there is no easy or cheap way of producing a literate society, (f) that literacy programmes should have a place in development plans and (g) that it is necessary to have cooperation between all development agencies to create a "literate" society.

As far as education itself is concerned, there is agreement that attaining literacy skills is just the first step in life-long education, that literacy work should combine "functional literacy" with "fundamental education", and that literacy materials and programmes should meet the needs of individuals.

UNESCO's present literacy strategy is that of "selective, intensive, work-oriented functional literacy programmes." Since those enrolled in UNESCO classes are only a small proportion of the total world effort, many are still involved in "mass education" and "traditional" literacy programmes although the general tendency is towards the UNESCO strategy.

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Mason, Horace. "Fundamental... 1972. (Card 2)

The author suggests that "development" rather than "literacy" by itself by emphasized by creating educational programmes designed to meet the specific development needs of a community - literate and illiterate alike. A "development-oriented" educational programme might mean a greater share of development funds because it would not be linked to education alone but to development projects. Programmes could also be more effectively operated if there were greater integrated planning and inter-agency cooperation and if there were more community involvement. Finally, he believes that "traditional" methods have their benefits and should not be totally rejected but should be combined with functional literacy to the benefit of both.

It is further suggested that, since UNESCO evaluates only its own programmes, the Commonwealth might make a valuable contribution to the exchange of ideas by documenting projects in Commonwealth countries. These countries could also provide more meaningful staff training for their own as well as other Commonwealth members. They could also provide

funds to see that relewant materials are developed for literates.

Abs.

Mohsini, S. R. *Adult and community education.* New Delhi, Indian Adult Education Association, 1973. 185 p.

This report traces the history of Jamia Millia Islamia (National Muslim University) and its development into the Institute of Adult Education. The information in this report deals more with the history of the organization than with its methodology. Originally, the University was established in 1920 to provide religious and secular education to Muslims in Urdu. It was a pioneer in education in India in that it sought to establish a system of affiliated schools at various levels. As the University ran into difficulties, effort was concentrated on developing its primary schools as a centre for the education of the entire community. This eventually developed into an extensive Adult Education programme but failed. Following this, as the Institute of Adult Education, they became actively involved in experimenting in primary, secondary and college education, teachers' training, adult education and production of educational materials.

They were primarily interested in preparing literature for adult

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education, developing educational centres and disseminating their experimental results. Their literature included literacy, post-literacy and vocational materials. As mentioned earlier, their previous attempts to conduct literacy classes themselves failed. These classes were based on the principle "Each one teach one" but suffered from lack of funds, administration and qualified personnel. Because of this, Community Education Centres were established to encourage an interest in education through charts and posters, wall newspapers and radio broadcasts. They appealed to the literates in hope of encouraging illiterates to seek education. They also sought to create a social awareness by making the literate and educated realise their responsibility to their communities. Through various experimental programmes, it was decided that such centres were potentially effective ways of providing adult education to literates and illiterates alike and that similar such institutions should be established throughout the country.

Their experimentation also led them to the principles that (a) educational activities should not be burdensome to a person trying to earn a living, (b) recreational activities should be combined with educational programmes to meet the need for leisure, (c) programmes should be based

Cont. on Card 2.

on self-education and self-learning, (d) adults should achieve a minimum literacy standard to prepare for self-education through intensive courses, (e) audio-visual aids should supplement written materials to bring knowledge to those still illiterate and (f) adult interests should be considered and fully utilised for educational purposes.

As more Community Education Centres were developed, experimental programmes were expanded to include formal education and extra-curricular activities for children as well as social education and services. Production of educational materials and audio-visual aids was also intensified and is described in more detail. The Institute later developed into a University again offering various extension and adult education programmes.

In general, the development of adult education in India has gone from literacy to adult education to social education which is intended to educate people for the improvement of day-to-day living. Because of the extensiveness of such a project, adult education is haphazard and lacks

adequate organization. If it could be incorporated into the national education system all activities might be properly organized and coordinated to provide literacy education, education for literate adults and higher education all through the same cooperating institutions. It was its isolation from the national educational system and a central organization which caused most of Jamia's difficulties throughout their various projects.

Abs.

Swedish International Development Authority. *Report of the mission on vocational education and vocational teacher training in Pakistan.* Stockholm, SIDA, 1970. 1 v. (various pagings)

This report was compiled from an investigation conducted on the question of aid to Pakistan for vocational education and vocational teacher training. A summary is given of the socio-economic conditions of the country and development plans. The history of vocational education under the previous educational system is also reviewed.

Vocational education under the New Education Policy 1970 includes 60% of the students in vocational education which will be adapted to the economic resources of the country. The objectives of this programme are to raise worker productivity, to reduce pressure on general high schools and to provide an alternative to general education. The biggest problem is the lack of suitable textbooks and materials to carry out this plan.

It is hoped that by providing various levels of technical training, programme participants can more readily meet the demands of industry. There is a need for programmes geared specifically to training women also

but this must be accompanied by social change as well.

A particular need has been found for adequately trained and effective teachers. The basic education and teacher training of teachers must be improved. A summary is given of the training needs of teachers for the various levels.

In connection with the New Policy, Pakistan appealed to the Swedish International Development Authority to expand its Institutes of Technology, to accept more students and to train more teachers. Sweden was also asked to aid in establishing vocational school and teacher training programmes and to provide advisers for vocational education for the entire project while individual provinces requested various forms of related assistance.

When studying the feasibility of allocating the requested aid, the Swedish Mission suggested that an effort be made for balanced development at all stages since they did not find it advisable to expand higher education when primary education was so inadequate and 85-90% of the population illiterate.

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Swedish International Development Authority. *Report...* 1970. (Card 2)

It was therefore decided that assistance should be given to various education levels and not just concentrated on upper levels. Specific proposals are presented for assistnace in general education, vocational training, teacher training and other types of assistance in Pakistan.

Finally, the Mission conducted a survey to determine how many graduates of their Institutes were actually employed and the kinds of employment they had. The results of the study involving various relevant factors are presented in the report.